

## Digital Storytelling Report

"Start with the art of storytelling. Add the use of technology and storytelling goes digital! There are many forms of digital storytelling that may combine any of the following elements: text, image, sound, voice and moving images, in a coherent story. It is the interplay of these elements, each of which plays a unique role that gives this medium its power. However, no amount of digital magic will turn a poor story into a good one." <http://members.shaw.ca/dbreear/dst.html#anchor983821>

*Fill out this form electronically about the digital story that you created (with Dr. Theresa's pre-approval). Underlined blanks (if you click in the middle of the line) and cells will expand to hold as much as you have to say. Feel free to add additional rows to the table if needed. Please delete any unused rows in the table before printing or submitting this report. Check the syllabus for information on how to submit your completed report (bring a printout to class, email it, upload it, etc.).*

1. Your name: Amy Patterson Block #: \_\_\_\_\_
2. For what project did you make your digital story? Classroom management presentation
3. What is the content information that is being conveyed in a story format (what were you trying to teach or demonstrate that you had learned)? Communication is important for success. If good communication is not exemplified in the classroom it can lead to struggles later in life.
4. What type of story are you telling? Historical fiction
5. What pre-approved source did you use for defining the type of story that you chose and its elements (copy and paste the URL)?  
[http://www.kimskorner4teachertalk.com/readingliterature/genres/historical/History\\_Fiction\\_Elements.pdf](http://www.kimskorner4teachertalk.com/readingliterature/genres/historical/History_Fiction_Elements.pdf)
6. What is a different product that doesn't involve a digital story that you (or your students) could have created to demonstrate understanding/explanation of the same content (e.g., Glogster, a documentary movie, a radio talk show, MuseumBox, Prezi, etc.)?  
I think a Prezi could also show the links between communication in the classroom and success after school as well as general impacts of good and bad communication.
7. What are the advantages and disadvantages of using a digital story to convey content compared to the product you picked in #6? (Write a comparison of the two telling the pros and the cons of each.) The advantages are that it can be engaging and memorable. A disadvantage is that students might miss the point of the story or the important content details.
8. Fill in the chart on page 2 about your story. Add rows if needed. Delete any unused rows.

<i>The art of storytelling</i> – in the cells below, list each of the various elements of the type of story you are telling. ( <i>Copy and paste the element and its description/explanation from the source Web site.</i> )	<i>Your digital story</i> – in each corresponding cell below, tell what part of your digital story matches the element. ( <i>If the description says your genre needs a superhero, tell who your superhero is. If the description says your genre has to have a conflict, describe the conflict in your story.</i> )	<i>Your digital story</i> –Tell how that element helps teach/ explain/ portray your content. OR tell what facets of your content are “told” through that element of your story. ( <i>e.g., Marla is reluctant to have her information included in the Maine Memory Network and is perplexed by the “contraption.” It’s very appropriate that she ask the same questions that skeptics will ask about a new technology such as “aren’t there already things in the classroom that will do the same thing?”</i> )
form of fiction (not true)	Jimmy and the other characters did not really exist, they were made up for the story	Giving it a fictional character can make it more relateable and people want to know what could have happened to the character.
Based on historical events	World War II	This way the content can still be conveyed by keeping parts of the story factual. Telling history as story helps people to remember it.
Authentic settings	World War II, army bases, pictures are real from the public domain to make the comic seem more authentic	This again makes it seem more real and engaging.
Characters portrayed in realistic manner	Many people did join the army to make their families proud and gain a sense of self-worth, communication was often lacking	If a character in a story based during World War II suddenly had superpowers and never had any problems with communication, it would be unrealistic and people would be less likely to pay attention to it. Characters in historical fiction need to be realistic because otherwise it would make it seem like the history isn’t realistic either.
Mix of fiction and historical fact	The fiction was that Jimmy existed and rose through the ranks of the army. The historical fact was that of World War II and the limited	Again, keeping historical fact conveys content and message, but having some fiction makes the story more fun and engaging and memorable.

	technology that sometimes presented communication problems in the army.	